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SCHOOL OF FOREIGN LANGUAGES
ENGLISH TRANSLATION DEPARTMENT



ABSTRACTS
VII International Conference
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TRANSLATORS' / INTERPRETERS' TRAINING**

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Kharkiv, 25–26 April 2013

МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
імені В.Н. КАРАЗІНА

ФАКУЛЬТЕТ ІНОЗЕМНИХ МОВ



Актуальні проблеми перекладознавства та методики навчання перекладу

Тези доповідей
VII Міжнародної наукової конференції



Харків, 25–26 квітня 2013 року

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METHODOLOGICAL PRINCIPLES IN THE STUDY OF UKRAINIAN WRITERS' TRANSLATION LITERARY ACTIVITY IN THE CONTEXT OF SCHOOL LITERARY EDUCATION

Olha Kutsevol (Vinnytsia, Ukraine)

Ukrainian school of translation is the phenomenon of national literature, which played a significant role in the time of imperial prohibitions in saving native language, expanding the horizons of national literature and introducing it to the world artistic context. To fulfill this high mission both professional translators and literary masters were involved as their translation literary activity was the only way to express *Sub aliena umbra* (in the shadow of an unknown author) their own thoughts and feelings in the clutches of totalitarian regime.

Analysis of existing school syllabus of Ukrainian literature confirms the lack of attention to this page of national literary process, although the study of translation masterpieces either of separate literary masters or history review of the brightest pages in Ukrainian translation study can enrich today's youth understanding of our writing. Such contradictions have determined **the purpose of our study**: to outline and justify the methodological principles in the study of Ukrainian translation literary works in the context of school literature course.

To introduce Ukrainian translators' literary activity to the pupils of secondary educational institutions we define the following major directions:

1) to enrich the existing Ukrainian Literature syllabus with more detailed information about translation activity of writers who successfully combined it with their literary activity, among them P.Kulish, M.Starytskyj, I.Franko, Lesya Ukrainka, M.Rylskyi, M.Zerov, D.Pavlychko, V.Stus etc.;

2) to expand the World literature syllabus with the information about Ukrainian translators who interpreted foreign literary works and provide comparative analysis of the original and its Ukrainian equivalents;

3) to include the topic "Ukrainian translation study" into the syllabus of both Literatures;

4) profound study of Ukrainian translators' literary activity in specialized humanities classes that must be taken into account in the current syllabus (edited by I. Semenyuk and V. Tymbalyuk);

5) to draft an optional course for the specialized school "Millennium of Ukrainian translation" that aims to highlight the main landmarks of this literary phenomenon genesis;

6) to develop methodical guidelines for organizing extracurricular activities in the defined aspect, as well as school literary local study.

The study of translation works of Ukrainian masters must be based on both general pedagogical principles and specific ones: dialogue, implemented in various interactions – Ukrainian and other national literatures and cultures, the author of the foreign original source and its interpreter, the works themselves, their readers, a pupil and a teacher-philologist; multiculturalism, universal and national unity; humanization, developing education. The study of Ukrainian translators' life and literary activity will implement axiological, literary and cultural directions of "State Standard of full secondary education" in the sphere of "Language and Literature" and perform the following tasks: to develop sustainable interest in the multifaceted literary activity of Ukrainian masters, to study national literature in a global cultural context, readers' interest to a translated literary work as a phenomenon that belongs to two literatures, promotion of students' national self-awareness and their strong feeling of belonging to the European and world community.

In training one should focus on creative reading, research and heuristic methods, and different types of lessons: research, external tour, an integrated tutorial and others. Considerable attention is given to the implementation of interdisciplinary links of Ukrainian language and literature, foreign languages and world literature.

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